

What Real People Actually Use Spreadsheets For

60 minutes

ICT Specialism 3: Spreadsheets

Outcome M3.U1.1

WHAT THIS LESSON DOES

Discover how creators, sports clubs, event organisers and small businesses use spreadsheets for tracking engagement, match statistics, budgets and profits. Explore real examples and select two uses that support your Something Real project.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M3.U1.1	Understand the uses and functions of spreadsheets.

WHAT STUDENTS SHOULD BE ABLE TO DO

- List real spreadsheet uses beyond boring accounting stereotypes
- Connect creator analytics, club stats, event budgets, and small-business models to personal work
- Pick two uses most relevant to the Something Real project

BEFORE THE BELL

- Have the gallery image and drag-sort ready on the board.
- Be ready to model one project-to-five-uses-to-two-picks conversion before Independent Practice.
- Have the gallery image ready on the board. Have two or three student problem statements ready to name aloud if volunteers are slow.
- Have Sam's five uses and two picks visible on the board before students read.
- Open the drag-sort on the board before this step.
- Confirm students can open Project_Portfolio and the sm3 folder. Be ready to model one project-to-picks conversion on the board before release.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
8 min	content	Key concepts
15 min	activity	Sort real spreadsheet uses
20 min	activity	Independent practice
5 min	content	Reflection
7 min	summary	Lesson summary

TEACHING MOVES

- Open on the gallery image so the room is not staring at a blank intro screen.
- During the sort, discuss placements as a class before using the interactive board.
- Model connecting uses to the Something Real project with one whole-class example before release.
- Use the unstick prompts in the sort teacher notes only if the class stalls; the Independent Practice card already reassures students whose project does not feel numbers-y.
- If a student has no Spreadsheet Problem Statement, accept a Something Real goal or warm-up question as the link line.

WHAT TO WATCH FOR

- Students suggest generic uses without context, redirect to named examples like tracking YouTube growth.
- Cards placed in multiple buckets, ask what the sheet's main job is to decide.
- Students think only of school tasks, use the creator and GAA examples to expand ideas.
- Bare labels such as "budget" instead of Sam-style sentences, point back to the model line on the practice card.

DIFFERENTIATION

- Support: Offer prompts during independent practice for students needing help naming uses; allow the three-heading template as a scaffold.
- Extension: Public data section in the summary, or a third use and its potential impact on decisions.
- Support: Allow pair discussion during reflection for those who find sharing difficult.